



PE and sport premium monitoring and tracking form *2025/2026*



Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	63% of the children could confidently swim 25 meters. The children a block of top up swimming sessions which supported the less able swimmers to make progress	SEN children require 1:1 support and struggled to learn in the group. School staff supported with this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	56% of the children achieved this goal.	Children struggled to master the breaststroke. This accounted for the reduction in percentage.
3. Perform safe self-rescue in different water-based situations	56% of the children achieved this goal. The children also received water safety lessons at school and had visits from the volunteer lifeguard brigade.	SEN children lacked confidence in deeper water and struggled to float without a device to support.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	The PE hub membership supported staff with the planning and sequencing of lessons. This increased staff confidence when teaching PE as seen in the staff pupil voice. Staff felt that their skills and knowledge had increased. PE lead attended PE leader networks to support knowledge of the subject.	Feel that the PE hub may need to be reviewed and look at other schemes. Our children need support with the fundamental basic skills and the PE hub focuses mainly on sports.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Sports leaders supported games on the yard and helped to get equipment out and keep it in good condition. Better range of yard equipment has allowed children to be more active and gain more skills such as core strength on the roll over bars. Children have been observed playing more cooperatively and this has had a positive impact on behaviour. Movement breaks have been put in place alongside sensory circuits which are set up in the small hall for children to access during the day. This has impacted on children's movement and regulation	More training needed for sports leaders on how to facilitate games as they have found this element hard this year.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Children have access to a greater range of sports through new equipment. Children who have attended events are celebrated in assemblies. All children attended sports day.	Need to create a better PE display board to celebrate success. Create more sports events across the year to raise the profile.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Boys and girls have access to the same range of sports and activities. We have attended SEND targeted events to offer more opportunity to the SEND children.	Need to look into some extra curricular clubs that might interest targeted groups to be more active
5. Increasing participation in competitive sport	Children attended more competitions outside of school. We attended some SEND competitions that were more suited to the cohort of children. These competitions increased children's confidence. This was seen through pupil voice and evaluations of events.	We need to try and attend a greater number and variety of competitions. This is mainly due to competitions not being suitable for the cohorts of children.

- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 - Increasing participation in competitive sport*

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	62% of the children could confidently swim 25 meters. The children a block of top up swimming sessions which supported the less able swimmers to make progress	The children have limited experience of swimming outside of school. We take the children swimming each year to support this but it is still a limiting factor.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	62% of the children achieved this goal.	The children have limited experience of swimming outside of school. We take the children swimming each year to support this but it is still a limiting factor.
3. Perform safe self-rescue in different water-based situations	62% of the children achieved this goal. The children also received water safety lessons at school and had visits from the volunteer lifeguard brigade.	The children who are not confident swimmers struggle to complete this. We support water safety with lessons in school.

Your objective:



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To encourage children to be more active and achieve the 60 min of daily activity.	• Appoint new sports leaders • Coaches to teach playground games at lunchtime to train up leaders and children • Ensure timetables in school allow for 60 min of activity • Ensure quality resources to encourage activity • Sensory circuits set up and timetables for children • Additional active mile in the afternoons to support regulation	Coaching of the children to learn the rules of different playground games. Children being able to lead games. Staff supporting children to create and manage games. Staff taking children for regular movement breaks. Timetables reflecting 60 minutes of active time a day. A more active playground that is inclusive and allows for all children to be active.	Pupil voice group discussion with a range of ages of children. Regular observations of the playground to gauge activity levels. Staff conversations and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are more active on the yards at playtimes. Children ask when the lunchtime coach is in and are playing the games they have learnt on days when the coach is not in. Children are playing more cooperatively and are able to create and manage their own games. Staff have been taking children out in the afternoons for movement times. SEN units are timetabled active breaks throughout the day.	New sensory circuit equipment allows for sustainable circuits over time. Equipment is ring fenced for the circuits. The coach has taught the children games that they can play and manage themselves on the yard. We have seen the children take on these games themselves on the days the coach is not in. Sports leaders will support these games and the teaching of the next sports leader.	Pupil voice conducted and 90% of the children enjoyed physical activity and enjoy the activities and equipment available. Interviews with children revealed that 75% of the children looked forward to the lunchtime coaching sessions and enjoyed joining in. All of these children wanted this to continue. Some children found the sessions too overwhelming but enjoyed using the other activities and resources at playtimes.	Equipment £6000 Coaching clubs £3000

Your objective:



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To ensure staff are confident planning and delivering high quality PE lessons that build the fundamental skills and ensure children progress in their motor skills, social skills and confidence. To ensure staff have the skills to assess learning.	Set up the new beyond the physical platform and ensure staff receive training on how to use the platform. Create a long term plan for the mixed classes Staff CPD New assessment tools	Staff will be able to plan and deliver the new PE scheme confidently. Staff will have a new form of assessment. Staff will access CPD opportunities. PE lead will access training and network events. Children will be engaged in active well planned PE lessons that focus on the fundamental skills. Children will show an improvement in their skills.	Staff voice through staff meetings and surveys. Lesson observations of teaching and looking at children's skills. Pupil voice. Assessment data will show progress in fundamental skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More active lessons have been observed that focus on the fundamental skills. As a result of this children have been observed as more active on the yards at playtimes and using the skills they have learnt. Staff appear more confident and require less support with planning and ideas. Some children remain hard to engage in lessons in particular SEND children and children who are obese.	We will continue to access the SLA and support from the local authority this supports staff CPD and subject leader knowledge. It also supports staff to understand the changing landscape of PE. The new scheme is easy to follow and staff have received training on how to plan and deliver. The site has extra training available for staff to support further CPD. Staff have a more secure understanding of children's starting points and how to build on the fundamental skills.	4 out of 6 teachers now feel confident planning and delivering the new scheme. Discussions in staff meetings and in surveys shows that staff are feeling more confident and like the structure of the new scheme and the resources. 4 out of 6 Staff are finding the videos of the lessons easier to follow and have more confidence of how to extend and support children. Assessment data shows that 83% of the children in school have made progress from their starting points.	Beyond the physical £550 SLA and subscriptions £1415 CPD for staff £1500

Your objective:



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To ensure all children experience a variety of sporting activities and competitions both inside and outside of school	Children to attend a residential visit Children to attend competitions Sports day to be arranged Children to have a range of sporting activities in school	Children to have increased confidence and be willing to give new activities a go. Children to work together as teams to develop social skills. Children to be out at a range of competitions.	Pupil voice. Photographic evidence of events. Registers of children who attended events and activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have been confident to try new sports and attend events. Children have been successful at some events and won trophies and certificates. More SEND children have attended events and the residential. We have been able to tailor activities to support SEND children through considerate choices of events, staffing and equipment.	Continue to tailor activities to the children's needs and wants. Focus on key groups such as the less active children and those with SEND. The children have created memories this year that have enthused them to be more active and be more confident to try new activities especially during the residential.	18 out of 18 children who attended the residential gave the activities a go and all enjoyed the experience. Many of the children had returned for this year and some have signed up again for next year. Children's voice showed how proud the children were to represent the school at events. 89% of the children who attended events throughout the year found this enjoyable and said it increased their confidence.	Transport £1600 Top up swimming £400 Activities £150